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ABSTRACT

This compilation of speeches and statements by Carroll M. Hutton, Director of the Education Division of the United Automobile, Aerospace, and Agricultural Implement Workers of America (UAW), reflects the perspectives of the UAW on higher education. The following topics are considered: the role of the community college president; the role of community colleges in labor studies and labor education, the myth of wage-push inflation; paid educational leaves for workers; and the UAW's role in lifelong learning. Also included are descriptions of the UAW's Education Division's programs and activities; these include bibliographies. (MB)

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THE UAW AND EDUCATION

A Collection of Statements by Carroll M. Hutton

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JC 780 602

1977

THE UAW LOOKS AT THE COMMUNITY COLLEGE PRESIDENT

STATEMENT OF

CARROLL M. HUTTON, DIRECTOR
UAW EDUCATION DEPARTMENT

TO A NATIONAL SEMINAR

"THE PRESIDENT AND THE COMMUNITY"

AT NORTHWESTERN MICHIGAN COLLEGE
TRAVERSE CITY, MICHIGAN
JUNE 27, 1977

In April, in Denver, Willard Wirtz told the American Association of Community and Junior Colleges Convention:

> "I used to think of politics as the moving agent of change, and of education exercising a stabilizing, conservative influence. I don't anymore. It seems to be rather that it is in the educational process that the seeds of change are planted and grown....."

Let me give you an example of Wirtz's thesis--the community college movement.

In 1960, there were 678 junior colleges with an enrollment of 660,000 students. Today, there are over 1230 community colleges with more than four million students, over a million more than students at universities, and AACJC President, Edmund Gleazer, says the predictions have community colleges growing by 48 percent by 1985, while the rest of higher education will rise four percent.

You grew because you changed from junior colleges into institutions which served all races and ages in the community.

You changed higher education into a service for lifelong learning. The community colleges have been called the most revolutionary innovation in higher education since the Morrill Act of 1862.

You democratized higher education. Fifty-seven percent of full-time students are from blue collar families. Studies in California and North Carolina show that up to two-thirds of all community college students work for a living and are taking non-traditional, non-conventional learning programs.

You have a college district in Los Angeles which has 144,000 students, about 4000 in overseas learning centers. Ohio State University has 53,000 students by comparison. Community colleges have become big and they are providing services to working people, but big may not be entirely beautiful and I am here to talk to you as college presidents about now concentrating on soul. Dan Crowder, President of West Virginia Northern Community College, said, "We are the peoples' colleges." Yes, true enough. And so now let's talk about best serving the people.

Let's talk first about the education needs of workers. The UAW, IUE and other unions have negotiated tuition aid benefits of up to $900 a year. Yet, I believe, only approximately 2 percent of our UAW members are availing themselves of these gains.

The need to return to college is a great one. We are in the midst of a knowledge revolution where skills--at work, in life--are constantly becoming obsolete. A University of Texas study shows that 34 million adults are functionally illiterate. They cannot adequately cope with society. Thirty-seven million more adults cannot figure out their personal consumer economics.

The study maintained that if we do not keep up with learning--because

knowledge increases so rapidly and society changes in response to change--we become more incompetent. Knowledge doubles every five years today. I am told by one electrical workers' union that ten percent of all knowledge in their industry becomes obsolete each year.

If community colleges are peoples' colleges, then they must institute more programs for our people--for all our people. But to do this, they must have a mechanism of service. One mechanism is labor advisory committees and other advisory boards which help determine the future direction of our colleges.

The advisory board system grew out of joint apprenticeship committees negotiated by unions. This system is now used by all progressive community colleges; but, unfortunately, labor has sometimes not been included. Minority groups and women have sometimes been left out. An AACJC survey of community colleges shows that 65 percent of the colleges have labor representatives sitting on at least one advisory committee, but this means they are nowhere to be seen on the committees of 35 percent of the colleges.

I believe a college president, to be true to the ideals of a peoples' college, should make a personal effort to involve more representatives of workers in planning the direction of the college--for workers are community colleges' biggest clientele. One reason more workers don't attend college is that courses are all too often not designed for them. They are not relevant to their needs. They have had no input.

The beauty of joint apprenticeship programs is that while employers look after their manpower needs, the unions look out after the needs of the workers.

This is an important point to remember in talking about career education, economic or consumer education--or any other kind of education, for that matter. It is not only a question of calling up an employer and asking him about his future employment needs; more important is helping the student plan his or her career with that student's personal interest in mind. This means colleges must have student advocates, and most students are workers.

I am not only talking about youth, but people in their mid-life and those we have retired. All can use the service of colleges.

I have said that most workers who are eligible for tuition refund don't use it. One reason they don't use it is that the idea of school after 20 years of being away from it can be threatening. One way to make it non-threatening is to give credit for life experience--to tell workers that what they have done, as a union officer or in their independent reading or study--is worth college credit. Eighty percent of all learning is informal. It is achievement without a classroom, but this learning is valid and it should be recognized as such. This is a concept college presidents should be in the forefront of promoting.

Another reason workers don't attend college is that they do not have counselors pointing out their options to them--pointing out that there is education available to fit almost any of their needs.

In 1976, the Los Angeles Community College District took a telephone poll of over 1500 residents. Half of those interviewed had never heard of the Los Angeles Community College District! Only one-third could name a college, and 79 percent had never taken a community college course. In 1976, Michigan State University discovered that over one-third of the noncredit labor education

students surveyed lacked sufficient information to decide if they wanted to enroll in a labor studies credited program. In this same MSU survey, slightly over 50 percent of the noncredit students indicated an interest in enrolling in a credit program in labor studies.

If I were a community college president, I would dc all I could to make sure that everyone in the community knew I was around. Because workers don't know what is available to them, I recommend several things:

1. Appoint full-time coordinators to work with unions developing programs. Where this happens, workers' participation swells.
2. Join with unions in developing education counselors training programs. When IUE did this as a pilot project, 8,000 union members went back to school. Counseling works. The American Federation of State, County and Municipal Employees in New York City has a counseling program, and there is a branch campus at LaGuardia Community College, located at the union hall. Business is so brisk that the union is buying a new building to take care of the waiting list of union members who want to go to college.
3. There is no reason why community colleges cannot locate learning centers in union halls and other places near the homes and work places of

working people. Two community colleges--one in California, the other in Vermont--don't even have a campus, but they have learning centers scattered throughout the county or state.

"Bring the college to the people" would make a fine motto of any college president.

Think of what real and genuine cooperation with unions could mean. Unions have a shop steward system that reaches every person in a factory or office. Think of this communication system at your disposal if your college offered counseling, labor studies and other programs in conjunction with unions. Where benefits can be seen, they are enthusiastically talked about.

A president should make all elements of society feel this is their college; and, they will feel that way if they help plan your new directions, if they are a part of the process of serving people. We in the UAW found out that if labor and management make decisions together, both parties benefit. But when management makes an arbitrary decision and then tells the union, workers resent it. That's why UAW negotiates quality of work life agreements where decisions are made jointly and it leads to better relations. The same principle holds true with adult education, and we know that education of adults has become the major mission of community colleges. Work with us and we will work with you. I believe this is true, generally, of the labor movement.

I believe that college presidents should have the same vision as the UAW.

We in the UAW see higher education as every American's right. If we are to have a good society, a just society, a productive society, every man,

woman and child, at every age, should have access to education. And this education should be determined on what is best for the individual, not what is best for any special interest group in society.

UAW President Douglas A. Fraser put it this way:

> "If labor's voice in the community is to be heeded and respected, its leaders must be informed on a broad range of topics beyond the issues that arise at the bargaining table. And, if we are to be informed about such a range of topics, we must look to our friends in higher education to work with us, join with us, and share with us the responsibility of making the necessary spectrum of academic knowledge available to our leaders and members."

There is one thing I should warn you about UAW people. When we are asked to speak, we don't think we've really said anything until we propose a plan of action.

I am no exception. And, while I have already suggested several plans of action--such as setting up a broad educational counselor training system--I want to raise one other point for your consideration: I want you, as college presidents, to very seriously consider an idea proposed by AACJC President Ed Gleazer to a labor educators' conference at our UAW Reuther Education Center, in November of 1976.

Ed spoke to us about the Swedish study circles he had seen in operation. He told us how ten people would meet in a home or in a union hall and discuss national and local problems. They would have especially designed

materials to read at home, and these study circles would be coordinated so that thousands at these circles would be studying the same thing.

Now Swedish study circles are learning groups that are different--their conclusions can and have shaped national policy. The ideas of these learners count in developing economic, social and political policy and action.

Wisconsin's famous senator, Fighting Bob LaFollette, had a motto; he said the cure for democracy is more democracy. The Swedes have a formula for more democracy through education.

We can transplant this formula to our shores with less effort than you may think. You see, the UAW has had its version of study circles for quite some time. We have developed materials geared to workers' interests and needs. We have developed techniques of helping workers discuss, ponder and make intelligent conclusions about issues confronting them as citizens.

We have a commitment to citizenship education and we have done most of the groundwork. We are at your disposal. Use us. You have an outstanding educational delivery system and we would make an unbeatable combination.

We are dedicated to the education concepts and philosophy of our late, beloved president, Walter P. Reuther, who stated on his Wayne State University student enrollment application on August 26, 1930, that:

> "I began to realize that my usefulness to mankind
> was limited in proportion to my education."

As college presidents, you could make a significant contribution to American democracy by launching study circle programs--perhaps on a trial basis at first, and we would cooperate with you.

This would not be for union members only; but, as a start, my advice would be to try the circle idea out first with a union like ours which has already developed the know-how, which has facilities, and can help recruit students. You may be thinking of government grants, and why not? But your college community services program has shown that usually all you need is a little imagination to get programs off the ground. We can do this--grant or no grant--and establish ourselves in the field.

Such a program needs leadership, and here is where you come in. You can provide the leadership. You can provide the initial push. I feel sure you are equal to the challenge.

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6/16/77

PAID EDUCATIONAL LEAVES FOR WORKERS

STATEMENT OF
CARROLL M. HUTTON, DIRECTOR
UAW EDUCATION DEPARTMENT

TO

HEARING ON HUMAN RESOURCE DEVELOPMENT
AND ADULT EDUCATION

AT

McGREGOR MEMORIAL CONFERENCE CENTER
WAYNE STATE UNIVERSITY

JUNE 3, 1977

I have been asked to contribute the views of the International Union, UAW, on the subject of paid educational leaves for workers. My task is made considerably lighter because I am in a position to offer comments of the President of our union and his two predecessors on this subject.

On May 27, 1977, hardly a week after his election to the presidency of the UAW, Douglas Fraser made this statement in regard to paid worker sabbaticals:

> 'The UAW has introduced into its collective bargaining agreements over the years the concept of reduced work time for its members. This has been accomplished in many innovative ways and for a variety of reasons. We have incorporated into our contracts paid vacations and holidays, longer rest periods on the job, early retirement, additional personal days off with pay, and the list continues to grow. Because of our continuing support of the concept of life-long learning, we will be considering in future negotiations the

proposal of paid worker sabbaticals for educational purposes. We will in this way offer management the opportunity to join with us in support of the lifelong learning concept for their employees. Paid worker sabbaticals do much more than encourage individual growth; in our increasingly technological society, with changing demands of skills, education, and adaptability, continued growth of our economy has been made possible because of an increasingly educated work force. This is a healthy trend that should be encouraged not only for the individual, but also for society as a whole. Paid worker sabbaticals is an idea whose time has come."

Leonard Woodcock, UAW President from 1970 until mid-May, 1977, in his remarks to the American Association of Community and Junior Colleges, on April 16, 1975, in Seattle, Washington, said:

"We are now becoming interested in the prospect of negotiating paid worker sabbaticals in future bargaining... We feel--or hope--that either the time has come or must come shortly when blue-collar and white-collar workers should benefit from the opportunity to break away from the daily grind without having to walk the bricks or stand in unemployment lines; that they should be free to go back to school or up to college, or to write a book about the life of a worker, or whatever. Such workers, we believe, need to unwind, or renew their enthusiasm, or strike out in a new direction, or improve their skills as much as any college professor."

The above comments should come as no surprise to those who have followed news of the UAW, our innovations at the bargaining table, and our development of programs that would best serve the needs of all working people.

The UAW has been highly conscious of the need for a program of paid educational leave ever since Walter Reuther first proposed it a decade ago.

At the recently concluded UAW 25th Constitutional Convention, held in Los Angeles, California, May 15-19, 1977, the UAW Canadian Resolution adopted had the following to say:

> "Our major achievement in the education field has been the recent acquisition of paid education leave in contracts with two Ontario-based firms. The first of these contracts--and far from the last--was achieved in negotiations with Rockwell International (Canada) and covers some 1,100 employees at two plants.
>
> Paid education leave has become a priority in all contract negotiations and, while Canada has no legislative provisions for PEL, it is our hope we can report legislative progress at the next convention."

The educational needs, aspirations, and attainment of American workers have been undergoing vast and rapid change, particularly since the end of World War II. At that time, the GI Bill, with its educational benefits for veterans, helped provide needed new skills and learning so that the accelerated pace of technology could continue unabated.

The direct relationship between our industrial expansion of that period and the education and training of a modernized labor force was well understood by American industry which, at least in one area, gave tacit (if not open) endorsement of the concept of paid worker sabbaticals. A member of my own staff in 1955, employed by one of the Big Three automakers,

completed a four-year apprenticeship in toolmaking. Fully 10 percent of the 8,000 hours involved in this program was spent in the classroom, on company time, on the company payroll, and on company property, learning the theoretical and technical skills needed to become a toolmaker. This example has been the rule in industry, rather than the exception.

What has benefited workers and industry in this limited use of the paid educational leave concept should be expanded so that all workers and all society can share the benefits. Conventional wisdom in the past has locked working people into an immutable profession from school to factory to retirement. This conventional wisdom no longer holds true. Workers today refuse to be cast in this mold.

The needs of a thriving democratic society, as well as the wide acceptance of the lifelong learning concept, result in greater expectations of working people for new careers, new opportunities, new occupations.

In its report on "Technology and the American Economy," to President Johnson, in February, 1966, the National Commission on Technology, Automation and Economic Progress made many recommendations on education aimed at providing "more extensive and better education at all levels, from nursery to the university." Walter Reuther, a member of that Commission, in summarizing its recommendations, said that "one approach would be through management-labor programs to encourage workers to engage in full-time education during periods of layoff and during negotiated sabbatical leaves."

The UAW has played an important part in expanding educational opportunities for our members. We have negotiated tuition refund benefits of up to $900 a year in most of our contracts. We have members attending various labor education and labor studies programs in over 100 community

college and university campuses throughout the United States and Canada. At Wayne State University, alone, today, about 1,800 UAW members are enrolled full time in a four-year baccalaureate degree program.

Universities and colleges have seen a recent shrinking of enrollment due to unemployment, increased tuition, and other reasons. The concept of paid worker sabbaticals could mean a fuller use of our educational resources, and a richer life and expanded opportunities for participants in such a program.

In a period where a full employment economy seems a long way off, does it not seem a more intelligent proposal to pay unemployed workers to go to school rather than paying unemployed benefits to seek non-existent jobs? Which of these alternatives offers the greater benefits to society? The answer seems obvious.

The proposal made here for setting up a Humanities Institute at Wayne State University seems like the kind of approach to a "delivery system" of higher education for working adults that should be considered and that could be applicable to other urban areas. Other approaches might be attempted.

It has been demonstrated by members of our union that the need and interest in higher education is evident. Nor is the UAW alone. Other unions have also been negotiating reduced work time in various forms. American workers and society in general would benefit from a full acceptance of the concept of paid educational leaves.

LABOR STUDIES, LABOR EDUCATION, AND THE ROLE OF COMMUNITY COLLEGES

A UAW POSITION
PRESENTED BY

CARROLL M. HUTTON, DIRECTOR
UAW EDUCATION DEPARTMENT

TO THE

ANNUAL CONFERENCE - 1977
COUNCIL OF NORTH CENTRAL COMMUNITY JUNIOR COLLEGES
SHERATON MOTOR INN, FLINT, MICHIGAN

OCTOBER 9 - 11, 1977

HOST: MOTT COMMUNITY COLLEGE

Dr. Crowder, Dr. Pappas, ladies and gentlemen.

It is a pleasure for me to present to you, my views on one of the most important labor education programs in the labor movement today.

I have had a long and productive relationship with Dr. Crowder and I respect him and admire him very much. And my friend, Dr. Pappas, has certainly demonstrated how important the relationship between the labor movement and Mott Community College can be. Mott College has one of the finest labor studies programs in the country. Its Director of Labor Studies, Bill Hardy, is offering a relevant and meaningful program to the working population of the Flint area -- the kind of program that is needed by the American labor movement throughout the nation.

Unions spend $75 million a year just to keep up with the paper-work in filling out government forms according to Worklife, a publication of the U. S. Department of Labor.

Add this one minor activity to all the activities unions engage in and spend money for and you will begin to get the picture of organizations struggling to keep abreast of increasing demands on them in a complex society.

Almost every aspect of society injects itself into unions. UAW stewards spend more time listening to personal problems of members and counseling them than they do handling grievances.

The good health of the union depends upon not only membership participation, good contracts and effective representation of workers on the job, but also upon state, local and Federal laws and on the decisions in the courts.

The needs of union members which must be satisfied, extend broadly. Some can be helped by health and welfare agencies, by workmen's compensation, education, recreation -- and all are aided by good public health measures. Union leaders must keep on top of all these fields, and more.

There was a time in the 1930s when unions organized to keep people from being fired unjustly and to get a decent wage for their members. Usually, the main battle was just to get recognized by the employer. The first contracts were usually less than a page. Today, they are rather large books which every officer and steward is expected to understand.

Not only do union leaders have to know the contract, they must know laws as well. They must understand labor law like the Taft-Hartley Act and the Landrum-Griffin Act. They must know the Occupational Safety and Health Act. They must be acquainted with state and local laws affecting their union and with zoning ordinances affecting their halls.

Today, we cannot limit our knowledge to the plant management; we have to know more about economics, more about the structure of our industries, more about the nature of international trade, more about the chemicals that are used in our workplaces, more about the affects of noise and dirt and pressure and stress on our ability to survive. We need to know more about counseling our union brothers and sisters on alcohol and drug addiction, more about dealing with emotional problems that we bring into the plant from our homes and into our homes from our work-place.

The UAW is now getting into the area of improving the quality of working life, and some social psychology and communication skills come in very handy. Whenever the union wins something new, this adds to the things a leader must know.

In the typical local union, we have many leaders with different responsibilities, often necessitating different skills and knowledge. Most locals have education, citizenship, grievance, recreation, welfare, publicity and special committees, in addition to the executive board and the negotiating committee. All these special interests and skills are in need of constant development.

I believe I have just made the case for labor studies programs. Without an organized way of gaining knowledge, union leaders may do a less effective job. Or, to put the matter more positively, union leaders can perform more effectively in their unions and in the community if they have access to an organized body of knowledge called "labor studies."

There are about 78,000 local unions in the United States. Take a 15-member executive board and add ten stewards -- a modest figure -- and you have nearly two million union officials nationally who can profit from leadership education.

The UAW, however, is a union that has special staff and national departments to assist local unions in their educational programs. It prepares them for the basic educational needs of their officers and members. In fact, we spend more money for the training of grievance handlers, bargaining committees, local union officers, and full-time staff than any other union. However, the labor movement, generally, doesn't have the money, the teachers or the facilities for the kind of educational undertaking required today to teach union leaders history, economics, sociology, psychology, law, arbitration, collective bargaining, mathematics, speech, writing and other communications skills.

Community colleges do have these resources for union education and leadership training. I am here to offer you a great opportunity to serve the labor movement by establishing labor studies programs. Through labor advisory committees, we can jointly plan programs, recruit students, and find highly qualified teachers to see that the job is done right.

What we are asking you for is our inheritance, something promised working people well over a century ago and something which is still not completely realized.

Workers' education dates as far back as the Lyceum Movement, which began in 1826. One of the Lyceum's topics was the need for setting up "Manual Labor Colleges." The idea of community colleges found its germination here, for the Lyceum Movement addressed itself to all social classes of all ages. My friends, both you and unions have had to wait a long time for "labor colleges" to bear fruit. But you have become workers' colleges -- for 57 percent of your full-time students come from blue collar families, and well over half of all your students work for a living and also attend classes.

Predating the Lyceum Movement, as far back as 1820, workers' and apprentices' libraries were founded. They were the forerunners of our public libraries. By 1857, the New York Apprentices' Library served three-quarters of a million people. The library quarterly of April, 1940, said "the working class formed a large majority" of patrons.

The Morrill Act of 1862 established land grant colleges to serve all social classes. It specifically mandated these colleges to take in the "industrial classes" and to teach the "mechanics arts." Instead, these colleges decided to become the vocational schools for the well-to-do, and it wasn't until the middle 1920s that one of them -- the University of Wisconsin -- set up a school for workers.

Wisconsin became the first university to break down the academic barrier against workers, partly because of its political progressivism and partly because it had cleared the road over a quarter of a century before in the famous Professor Richard T. Ely academic freedom case. Ely was fired for allegedly entertaining a union organizer in his home. He won his case and the Wisconsin Regents made a ringing proclamation of academic freedom. But, if a Professor in a liberal state could be fired for even talking to a union man, you can see the problems unions faced with higher education.

As the "machine" began to take hold in America, working people were treated as machines. A textile mill manager said he treated his employees exactly the way he treated his machines. There are instances recorded by the National Labor Relations Board, up through the 1930s, of employers not permitting their employees to learn how to read or write.

The struggle for equal access to education has been a long, hard road. First we had to combat those who would keep us illiterate. When the labor movement fought for free public education in the late 1820s and the 1830s, half the population of Pennsylvania could not read a word.

But higher education remained closed to us. The sons and daughters of workers could only aspire to trade schools. Here some of you have a common heritage with us, for a number of thriving community colleges started out as these trade schools.

Very little has come easy for us in our past dealings with higher education. When we finally got one midwestern university to agree to a labor education program, a large corporation objected and the program was abolished. But that was in the 1940s. Today, this same company is paying union-negotiated tuition aids to send workers to union-approved labor studies programs.

I believe the goals of labor and community colleges are the same -- to bring democracy to higher education, to provide everyone with an opportunity for the kind of education he or she needs at any stage in life.

We are now entering the age of the knowledge society, where ever-increasing knowledge is necessary just to cope in this world. The University of Texas study regarding our competency to function in society has been quoted many times lately, but one of its conclusions bears repeating. The study said that because society changes so rapidly, the older we get the less competent we are to cope with our environment. This is because it is difficult to keep up with the on rush of change. To remain competent we have to keep renewing our learning throughout a lifetime.

Margaret Mead, the most famous social scientist of our time, says that society used to be one where the young learned from the old. Now both adults and young people learn more from their peers. The next stage may be where the old learn from the young.

This is already happening to some degree in the skilled trades, where changes in an industry can occur so rapidly that a young journey-

man may have more up-to-date knowledge than an experienced journeyman who hasn't kept up with the latest developments.

And this has much to do with labor education and the role of the community colleges. Union leaders have to keep updated on a wide variety of new laws, trends and current affairs which directly affect their ability to lead. If their knowledge becomes obsolete they won't stay in office very long because unions are democratic.

Now, this is no longer a matter of taking a short course here or a weekend seminar there. These courses and seminars are important; but, what should occur first, is the building of knowledge foundations in a variety of subjects, so that union leaders will have the intellectual reference points and tools to help them handle new ideas when they are confronted with them.

My friend, Kenneth Edwards, Training Director of the International Brotherhood of Electrical Workers, uses the example of apprenticeship training in the electrical industry. He says an apprentice must learn about the entire industry, so that he or she can adjust to job changes and be able to move quickly around within the industry. If you learn just one skill and this skill becomes obsolete, you're as good as dead as far as your work is concerned.

Few of us can escape the law of obsolesence any more. The way to cope with it is to accumulate a solid body of knowledge which can be updated through conferences and short courses.

We must build a firm foundation. We must help unionists see why unions and other institutions affect one another. We must train union members in communication skills and in habits of learning, which will be useful to them throughout life and in a number of ways. We must help leaders develop flexibility and receptiveness to change, because through education they understand the broader picture and they are not afraid of new ideas.

This I see as a very legitimate mission of the community college. I'm not certain experienced union leaders will be learning all that much from novices if Margaret Mead's theory is taken literally; but, I am certain that we all can benefit from fresh, young ideas. And the role of the colleges is to introduce us to these ideas.

UAW President Douglas A. Fraser put it this way:

> "If labor's voice in the community is to be heeded and respected, its leaders must be informed on a broad range of topics beyond the issues that arise at the bargaining table. And, if we are to be informed about such a range of topics, we must look to our friends in higher education to work with us, join with us, and share with us the responsibility of making the necessary spectrum of academic knowledge available to our leaders and members."

You in the community have the resources. You have experience in training working people. You share with us the idealism of serving all groups in society to help them realize themselves. And the method of setting up a labor studies program can easily be established through labor advisory committees.

With a new vitality of knowledge and refreshed with a sense of high mission, the labor movement can complete the revolution it started over a century ago, when these few workers met in Philadelphia to do battle for the ten-hour day, and free public education.

Whatever the psychological interpretation of history, whether it is humanistic or a people-centered interpretation of man-made events, knowledge has become a necessity -- but labor would be committed to slow, self-strangulation if it relied exclusively upon pure brain power. The movement must have heart, a social conscience and a religious quality about its goals.

Today, there is no excuse for knowledge to go lacking. The machine and our union have given us time to read and reflect. We have said unions rose to satisfy fundamental needs; and, with a changing and more technical society, the demand for knowledge among the worker is ever increasing and labor is quick to realize that our struggle cannot be won without education and the help of the educational institution.

In the words of Horace Mann, "Property and labor in different classes are essentially antagonistic, but property and labor in the same class are essentially fraternal...education, then beyond all other devices

of human origin, is the great equalizer of the conditions of men -- the balance wheel of the social machinery."

So labor extends its hand to you -- the educators -- and says, "Let's get this great machine rolling."

Thank you.

CMH
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IN THE ERA OF LIFETIME LEARNING
THE UAW IS A LEARNING COMMUNITY

A Presentation By

Carroll M. Hutton, Director
Education Department
International Union, UAW

To

UAW Region 1E
Labor Education Graduating Class
Taylor, Michigan
June 26, 1977

Forty years ago, when we were naked under company oppression, without a union or a contract and the supervisor never got off our backs, all we knew was what our gut told us--we needed a union to survive.

But even then, when the overwhelming majority of us had not finished the sixth grade, we knew that the dream we vowed would come true would never be lived on this earth, unless we took the only two-lane highway to the future that led to our goals--organization and education.

In the very first constitution, the founders of the UAW included a monetary allocation from the monthly dues payment to support a union education program.

From the embattled and heroic beginnings in 1935, 1936, and 1937, the UAW, by its commitment to education, an international union education program, a local union education program, and an education program in each of the departments and councils, has been a unique union in the vanguard of the world labor movement.

No union anywhere in the world devotes so much of its time and its resources to the education of its leaders and the instruction of its rank and file.

No union--in the U.S. and Canada, in Europe, in Asia, or at any time in history--has published so many pamphlets, social science textbooks for wage earners, so many posters, visual aids for classrooms in the work place and union halls, or produced so many films to mirror and support our own understanding of the world.

Historically, the officers of our union, the leadership of our local unions, and the rank and file have made use of every union experience for self-education: bargaining, the strike, the picket lines, elections, all

the episodes of our lives have been 40 years of truth from which we derived the knowledge we needed to dream dreams, to plan their achievement, and year by year to make them real.

Now we must realize that the UAW, by contending with and mastering the problems that faced us as wage earners, has changed the world for the better, but in a way that presents us with new problems.

We have changed the national society. Compare our role when we were outcasts on the other side of the railroad tracks with UAW participation today, in the national government, in the state governments, and in the governments of our cities, towns, and counties.

We have changed the work place. All you need to remember is that the first GM contract provided recognition only of the union for its members, and nothing more. Now, read the nearly 800-page contract and see not only what we have won, but what our responsibilities are. When a union wins health care, it charges itself with the obligation for insuring the quality of that care.

We have changed ourselves. The men and women who organized the UAW were barely able to read and write. In comparison, we are informed people--almost all of us have graduated from high school, many of us have finished college, some of us have graduate degrees, and about half have had some college training.

Compare our resources. Once local unions passed the hat for dimes to print leaflets. Today, we administer a strike fund of more than 150 million dollars, and we share in the administration of multibillion dollar pension, health, and SUB funds. We operate schools, we administer health programs and housing and retirement communities.

We, our union, our world, our work place, and our problems and responsibilities have changed. So our education must change too.

Simple militance--the guts to endure hardship: toughness, unflinching courage, rank and file and leadership integrity, and unshakable solidarity, all deeply engrained in our union experience, are still necessary but are no longer enough.

Unless our union, which has always relied on the members' capabilities to get its work done, is to change and begin to hire outside technicians to do our work, we must undertake to train ourselves in the skills we need to achieve our goals and administer our programs.

Seventy-five years ago, when the first leaders of the AFL were asked what the union wanted, Sam Gompers and Adolph Strasser said simply, "More."

Today, more is not enough for us. Walter Reuther said we want to move ahead with the community, not at its expense.

We want richer lives in a better world: free life on a cleaner, more just, more democratic, and more joyous world. More, alone, will not provide what we are after.

In Germany, and this and next year in Britain, unions that work with us in the International Metal Workers Federation are, or soon will be, on the boards of the companies where we work--including Ford, GM, and Chrysler.

We have not taken that direction in the U. S. and Canada; but, through our contracts, we are demanding and exercising more control

over our lives and the work place which is the economy where we draw our breath and sustenance.

Today, we cannot limit our knowledge to the plant management; we have to know more about economics, more about the structure of our industries, more about the nature of international trade, more about the chemicals that are used in our work places, more about the affects of noise and dirt and pressure and stress on our ability to survive. We need to know more about counseling our union brothers and sisters on alcohol and drug addiction, more about dealing with emotional problems that we bring into the plant from our homes and into our homes from our work place.

We must master the principles of urban planning, energy utilization, financing, and building acceptable homes for our families. We must win access to the cultural world of theater, art, dance, and music, now monopolized by the rich.

We know we cannot trust businessmen doctors for the medical care we and our families need. But we also have evidence which suggests we must assume important responsibilities in the organization and administration of the Health Maintenance Organizations we are establishing.

What is learned in the university of hard knocks is not enough to qualify us to do what we must do to keep up with the present that moves forward continuously into the future. We must prepare ourselves or strike out. If we let strike three be called on us, we will be the losers, but so will our children and our families and our communities and, in the end, our society.

The fact is American workers outside our industries count on the UAW. So does the American community. They look to us for innovation and leadership; but, more importantly, they expect us to inspire the nation with moral imagination. The fact is we cannot escape the obligation history has thrust on us. We have got to go to school. We need what is stored in the universities and colleges and technical institutes. Those of us who do not qualify yet to attend these schools can qualify quickly through UAW education programs.

We are face to face with a new concept in the nation. It is called Lifetime Learning. This idea, because of the imagination of Vice President Mondale, was made law through the Lifetime Learning Act introduced into the Senate by Senator Mondale.

This law says, 'The Congress recognizes

(1) The impact of accelerating social and technological change on the duration and quality of life;

(2) The increasing opportunities for continued personal, vocational, and professional development; and

(3) The growing interest of government agencies, educational institutions, labor, business, and informal education to assist individuals to meet the changing demands of life..."

In acknowledgement of the inescapable changing reality, the Congress and the President of the United States enacted into law the Lifetime Learning Act which created the Office of Lifetime Learning in the Department of Health, Education and Welfare.

Like Social Security, Lifetime Learning is for us.

With this law, we the American people are passing over from a nation afraid of the future to one that has become an educational community, preparing for the challenges that face us.

Keep in mind, the UAW and the UAW Education Department did not wake up one morning and discover that the Easter Bunny had slipped this development under the door of our local union halls or into the Solidarity House mail. We, with the participation of the leaders and rank and file of the local unions, have put time and thought and planning into this event. We have fought for and won Tuition Refund programs in most of our union contracts.

We have negotiated in the communities with the state universities and the community colleges for labor studies programs designed to offer college credit courses and degrees to meet the needs of wage earners.

We are working with the H.E.W. Lifelong Learning Project.

We will soon cooperate with other federal agencies on a number of education programs which will train wage earners for new careers related to their employment and family and personal aspirations.

We are supporting the enactment of a new National Labor Extension Service bill in the Congress which will respond to the need in each community for publicly supported labor education programs, serving the needs of workers the way the Agricultural Extension Programs helped farmers to deal with their economic, social, and family problems.

With the support of the membership of the UAW, we intend to reinforce and to expand the work of our local union education committees.

Within the very near future, we hope to have trained educational counselors working in every local union, so that when we confront

technology and the problems it presents, we will not blink but we will take hold of the manifestation and master it.

Norman Kurland, Director of the Study of Adult Education in the New York State Education Department and Consultant to the H. E. W. Life-long Learning Project, has called attention to a development in Sweden that may have application here. "Study organizers" are elected by the unions, given training in educational counseling, and then are available at the work place to help their colleagues identify and meet their educational needs.

Almost 200 years ago coal miners, weavers, the earliest metal workers met in their Sunday Schools to learn to read and write and count, so they could read the Bible to find their way to God and organize unions to find their way to economic justice.

Today, we must extend that education so we can make science and technology, and our vast industrial structures help us move into a democratic society where all the people, fully informed, with complete access to the entire culture, have equal voices in present political decisions, so that we have an equal opportunity to share in the future, its material benefits, its spiritual rewards, and its cultural richness.

THE MYTH OF WAGE - PUSH INFLATION

A Presentation by

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To the

CONSUMER ECONOMICS FORUM

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The Myth of Wage-Push Inflation

Introduction

American auto workers, according to a January, 1977, report by the Council on Wage and Price Stability, "are among the best paid hourly workers in the economy, with average hourly earnings exceeded only by steelworkers, coal miners, oil refinery and pipeline workers, and construction tradesmen." Strangely enough, good pay is all too often seen as something bad, something suspicious. Are the high wages of auto workers causing inflation, some ask? Are wage increases "getting out of hand?" Can we, as a nation, afford to let auto workers join the ranks of the middle class? Won't car prices skyrocket if we do?

These questions form the basis for the widespread misconception that, for workers' standards of living to rise, the consumer must be subjected to perpetually rising prices. Underlying this mistaken belief is the myth that wage increases cause inflation. The facts, however, show otherwise. Whether one looks at auto workers or at workers generally, one cannot escape the

conclusion that American working people are the victims, rather than the perpetrators, of the inflation problem.

Collective bargaining agreements are considered non-inflationary, if hourly labor costs rise no faster than inflation plus productivity. Between 1965 and 1976, productivity in the U. S. private economy grew nearly 22 percent. Yet the purchasing power of the average worker's weekly pay-check rose just four-tenths of one percent. Measured in dollars of 1967 buying power, weekly pay went from $91.32 in 1965 to $91.65 in 1976.

Auto workers have been a little more fortunate. With at least partial protection from inflation through COLA clauses, they have been able to keep up. Between 1965 and 1976, hourly labor costs in the automobile industry have grown by exactly the sum of productivity and inflation. Inflation, as measured by the consumer price index, rose at an average of 5.4 percent annually between 1965 and 1976; and productivity by 3.6 percent per year. To keep up with inflation and to share in the fruits of increasing national productivity, required pay increases of 9 percent per year -- which was just what auto workers got in wage and fringe benefit increases combined. Hourly pay alone, increasing 5.6 percent per year, barely kept up with inflation. It was only gains in fringe benefits (pension, insurance, SUB, etc.) which allowed auto workers any significant part of the gains from rising productivity.

Wages, Prices, and Productivity in Auto, 1965-1976

	1965	1976	Annual Percent Increas
Hourly Earnings, Including COLA	$ 3.72	$ 6.88	5.6%
Hourly Benefits	$ 0.59	$ 4.49	20.1
Total Hourly Labor Costs	$ 4.31	$11.37	9.0
Auto Industry Productivity)	99.0	142.0[p]	3.6
) 1967 = 100			
Inflation (CPI))	94.5	169.0	5.4

p = preliminary

SOURCE: Bureau of Labor Statistics and UAW Research Department

But even these figures overstate the gains of auto workers. In order to receive the full benefit of negotiated increases, it is necessary to have steady employment; and hundreds of thousands of auto workers have been on layoff for substantial periods during recent years due to recession and energy problems. And it is this condition of job insecurity that has led the UAW to concentrate on benefit gains which protect its members from the hardships of unemployment. I'll have more to say on that later.

Productivity

The key to the fact that the gains won by workers do not force inflationary price increases lies in increased productivity, and in higher output per hour worked. This raises the question of where the responsibility for increased productivity lies, and brings us to a second myth. Not only are workers' wage gains blamed for inflation, but workers are blamed when productivity fails to grow as fast as usual. The truth is that society at large is responsible for much of productivity gains. Since World War II, the government has financed billions of dollars of research and development. This has meant that U. S. corporations have been able to greatly increase efficiency, often without spending much of their own money studying ways to improve their performance. Workers, through their tax dollars, have subsidized the corporations' technical advances. Thus, day-to-day determinants of productivity gains are the province of the companies themselves: (1) the pace of introduction of labor-saving technical change; and (2) the degree of utilization of existing capacity.

Why should workers' wages suffer because companies are slow to invest in improved plant and equipment? In virtually every one of the past 20 years, productivity rose when investment in new plant and equipment rose, and fell when investment in new plant and equipment was reduced.

In the auto industry, productivity is also closely tied to changes in output. Thus production, and along with it productivity, declined in 1958, 1969, 1970 and 1974. In years of steady or expanding output, auto

industry productivity generally increases sharply, causing the average increase -- over good years and bad -- to significantly exceed the average for the rest of the economy.

Isn't COLA Inflationary?

Some may object to our claim that wage increases are not the cause of inflation. They point to the cost-of-living allowance (COLA) clauses which are now part of many union agreements. Aren't these wage escalation clauses inflationary?

The answer is: inflationary compared to what? Workers, after all, are concerned with their real wages, with what their paychecks can buy. Given that utterly reasonable concern, the issue is how to maintain or increase purchasing power. The need to meet the inflationary danger in one way or the other is emphasized, of course, by the long-term contracts standard in U. S. collective bargaining since the early 1950s.

In the face of rising prices, workers can achieve that goal in one of two ways: (1) they can negotiate fixed wage increases that anticipate future price-level increases; or (2) they can negotiate escalator clauses which commit their employers to adjust money wages if--and after--prices increase.

There is a world of difference between the consequences of the two approaches. The first tends to guarantee the onset or continuance of the inflation which it anticipates. It builds increased hourly labor costs into the system. To the extent that such cost increases are not offset by

increased productivity, the result is higher unit labor costs. Employers pass those higher costs on in increased prices whenever they can, often with an extra margin to increase unit profits.

Under escalator clauses, on the other hand, future increases in unit labor costs are conditional rather than certain. Escalator wage increases are made only if there has been a prior increase in prices. The escalators remain inoperative if the price level remains stable. Thus, wage increases under escalator clauses do not cause inflation, but are merely reflections of and reactions to inflation generated by other causes.

Professor Alvin P. Hansen, one of America's great economists, demonstrated at some length the counter-inflationary effect of escalator clauses in an article published in late 1966. Among other things, he wrote:

> "Higher wages, paid in anticipation of price increases, come immediately into play, and so at once operate to intensify inflationary pressures. Future wage increases paid in accordance with an escalator clause come after consumer prices have risen. Escalation validates a price increase that has already taken place, but is not the cause of the price increase that has already occurred." (italics in original.)

In periods of rising prices, then, COLA clauses protect the buying power of wages. In periods of stable prices, escalator clauses enforce that stability. When prices fall (they did occasionally in the past), COLA clauses call for money wage reductions. In other words, they merely reflect prior price changes -- up or down. In 1976, wage hikes negotiated in major agreements, with COLA, averaged 5.7 percent, compared to 7.3 for agreements with no wage escalators.

Interestingly, proponents of the myth that COLA is inflationary seldom feel obliged to produce any figures to back up their view. In 1974, for example, the Council on Wage and Price Stability -- which specializes in attacking collective bargaining settlements as inflationary -- commissioned a study of the effects of wage escalator clauses. The researcher, H. M. Douty, blamed "the prolonged inflation" that we have experienced since 1966 on "a number of contributing factors." But, Douty concluded, "Contractual wage escalation as such appears to have played no part in its origin. . . "

The fact that COLA is not inflationary was clearly recognized by GM President Charles Wilson, when he negotiated the formula with the UAW. In June, 1950, in a talk to the National Press Club, he said:

> "The cost-of-living formula by which wages are adjusted every three months is a continuation of the same principle used in the 1948 agreement,

applied in the same way. This provision protects our employees against inflation but in itself is neither inflationary nor deflationary, but follows what other pressures have forced on the national economy." (emphasis added)

A couple of years later, writing in the Reader's Digest, in 1952 Mr. Wilson denounced the popular theory that it was wage increases which initiated inflationary developments in the economy. He wrote:

"I contend that we should not say 'the wage-price spiral'. We should say 'the price-wage spiral'. For it is not primarily wages that push up prices. It is primarily prices that pull up wages." (emphasis in original)

Incidentally, some 18 years later no less majestic an authority than the Wall Street Journal supported this position. In an article dated August 5, 1968, it reported:

"In the past 20 years, there have been three distinct periods in which factory prices climbed substantially over a prolonged interval.

In each instance, labor costs per unit of factory output were declining when the price climb began -- and these costs continued to decline for a considerable period after the price rise was under way.

> In each case, corporate profits began to increase well before the price climb started.
>
> Such facts, at least to some economists, bear an obvious message. 'The pattern is clear enough,' says Peter L. Bernstein, president of Bernstein-Macaulay Inc., a New York investment counseling service. 'Instead of labor costs pushing prices up, what we see instead is a sort of profit-push. Profits are already well on their way up before prices begin to rise, and prices are well on their way up before wages begin to rise faster than output.'"

Careful analysis by UAW technicians has verified this claim.

Approval of the UAW type of escalator clause was also expressed by the President's Council of Economic Advisers, in its 1971 annual report.

Our claim that the UAW wage formula is noninflationary is in part based on the fact that under our formula, if higher prices result in the need for compensating wage increases, it must follow the process described by Mr. Wilson, i.e., that the wage increases do not take place until after prices have actually risen. In wage negotiations not based on such a formula, the representatives of both workers and management have to negotiate future wage increases related to what they think prices will do in that same future. And, especially in an inflationary situation, there is a tendency for both sides to overstate the probabilities of future continued inflation.

I should like to diverge here for a moment to attempt, once again to puncture a belief which is all too prevalent -- that every wage increase necessarily requires an accompanying price increase. This piece of economic folklore has been assiduously spread abroad by the public relations departments of all our major corporations, ardently assisted by their handmaidens in the media. The myth is false. Let me prove it by a simple illustration.

Suppose a worker in a factory is producing 100 widgets per hour for which he is paid a straight-time rate of $5 per hour. The cost of his work to his employer is, obviously, five cents per widget.

Now suppose that due to some technological breakthrough, possibly as a serendipital byproduct of our placing men on the moon, a method is discovered by which the worker can double his production -- to 200 widgets per hour. And let us also suppose that after some weeks of tense bargaining, accompanied by threats of a strike and bold, black headlines: "Widget Makers' Demands Threaten to Cripple Whole Economy," -- let us suppose that after all that, the worker receives a dollar increase, to $6 per hour.

At 200 widgets per $6 hour, he is now producing widgets at a cost to his employer of three cents per widget, compared with the former cost of five cents per widget. Yet, as likely as not, the next day's papers will report that "Wage Increases Force Up Price of Widgets," and the learned editors will present this to their readers as "proof" that wage increases lead to inflation.

None of them, of course, will bother to keep track of what happens to the widget manufacturer's profits.

Another interesting illustration -- both that wage increases need not lead to price increases, and that they can still be used to explain away entirely unjustifiable price increases -- was given a few years ago by Edward N. Cole, president of General Motors. Speaking before the Society of Manufacturing Engineers, on April 25, 1971, he said:

> "New manufacturing processes and efficiencies were for many years able to offset wage increases. In the automobile industry, increased productivity of manufacturing operations matched or exceeded increases in the cost of labor from 1945 through 1965. This enabled the industry to hold prices down, increase the value of an automobile relative to other products, and meet foreign competition on a more equal basis."

So, obviously, if there were any car price increases between 1945 and 1965 -- and I'm afraid the record shows that wholesale prices more than doubled -- they were not the result of wage increases.

Further on this point, collective bargaining in major contracts is carried on under the spotlite of national attention by the media. The whole structure of corporate decision-making as to prices, we believe, should be brought out into the same fierce glare. We in the UAW have long supported the concept of a Price-Wage Review Board, which, would

require major corporations and unions, where necessary, in administered price industries to open up the books in public hearings and reveal all the pertinent facts before prices could be raised.

Isn't Everyone For Well-Paid Work?

These conclusions raise an interesting question. Just who is it who thinks that workers' wage increases cause inflation? After all, isn't everyone agreed that working people deserve to share in our country's growing productivity and to be protected from rising prices? It might be more to the point to ask: "Who benefits?" Who benefits, that is, from propounding the myth that workers get too much; that workers are the cause of inflation, and every other economic evil under the sun? Whose interests are served by pretending that workers and consumers are different people?

Some of you may remember that, about a year ago, the business and financial community was all worked up about "the capital shortage." Chase-Manhattan told us that we'd have to tighten our belts. Mobil asserted that "capital formation is everyone's business." The argument runs like this: Labor is getting a larger and larger share of the nation's income, while business gets less and less. As a result, business can't afford to invest in new, efficient plants and machinery. Inflation only makes matters worse; because workers are protected from it, while businesses are not. And what are the mythical conclusions: To avert disaster, we must abolish wage escalator clauses and generally reduce wage costs. Failing

that, government must help business with bigger and bigger investment tax credits. And, since even that may not do the trick, the government must stop spending so much money; since government borrowing competes with corporate borrowing, driving up interest rates.

Like all myths, the "capital shortage" rhetoric is not based entirely on nothing. For example, when one compares income shares over the past quarter-century at first glance, the figures do appear to sustain the claim that relative shares of "the pie" have shifted dramatically in favor of labor. Labor's share of national income rose 10 percentage points between 1950 and 1975. Over the same period, corporate profits fell more than 5 percentage points

Share in National Income of:	1950	1975
Total Employee Compensation	66%	76%
Income of Unincorporated Businesses	16	7
Rental Income	3	1 1/2
Corporate Profits	14	8 1/2
Net Interest	1	7
Total (National Income)	100%	100%

SOURCE: Economic Report of the President, 1976, pp. 184-85

But these numbers mask the real changes in the distribution of the nation's income. The 1975 figure for "total employee compensation", for example, is not comparable to the 1950 figure. In 1950, we still bought most of our groceries at the neighborhood grocery store, owned and operated by "Ma and Pa", whose income was included in "income of unincorporated business." Today, we shop at a unit of a huge supermarket chain, the operators of which, from the board chairman to the store clerk, are included in labor income. What is true of grocery stores is also true of restaurants and numerous other formerly "small businesses"; to a large extent, it's true of many professional services, which have incorporated; it's importantly true of farming, which is being increasingly taken over by corporate farms and agribusiness. These changes in the structure of the economy have shifted millions of people -- who, in 1950, received their incomes in profits, professional fees, unincorporated business income, etc. -- into the wage and salary category (counted by government statisticians as labor income and included in "total employee compensation" above). After adjusting for these shifts, it is apparent that labor's share of the pie has grown little, if any.

Corporate income, on the other hand, has been characterized by a major shift out of "profits" and into "net interest." This shift reflects the postwar pattern of corporate expansion, which has been financed to only a limited degree by selling new stock (the return on which is profit); but to a major degree by selling, bonds, debentures and other certificates

of indebtedness (the return on which is interest), in order to take advantage of the corporate income tax laws. (Interest is considered an expense to the corporation and is not taxed, while profit is subject to taxation.) If the figures on profits and interest are combined, it can be seen that -- if anything-- there has been a small increase in the business share of the income pie.

So another myth bites the dust, unable to stand the test of close scrutiny. If there is a capital shortage, it must be the result of some businesses doing it to others.

When I look back on a decade in which real spendable earnings went nowhere, and then think about oil, auto, and steel industry profits, it makes me wonder if some companies aren't just getting robbed by others.

Now, I'd like to turn again to the UAW, and to tell you a little about how we're fighting the real shortage -- the shortage in jobs.

The UAW Pattern

Over the past three decades, the UAW has concentrated on providing better lives for its members in an atmosphere of stable prices. Though the collective bargaining demands have varied over the years, all have fit into a three-part pattern:

1. Wage increases have been governed by an Annual Improvement Factor (AIF). Currently, a three percent AIF is added to the base wage, corresponding to the long-term rate of productivity

growth in the postwar U. S. economy. In the auto industry, productivity has grown by substantially more; the three percent AIF thus "shares" auto's superior efficiency gains with others.

2. Protection from inflation is provided by the COLA clause, first introduced in 1948. Improved regularly to afford meaningful after-the-fact protection, COLA in auto now pays workers one cent for every increase of 0.3 in the consumer price index (CPI).
3. Auto workers have won partial but increasing protection against the effects of unemployment and against the harmful physical and mental strain of their work. The UAW has won supplemental unemployment benefits (SUB) to substantially maintain members' incomes when they are on layoff. Weekend and overtime work have been restricted. Medical, dental, and optical insurance plans have been won. Pensions make it possible to retire with dignity.

The record is not one of inflationary wage increases, but of growing emphasis on the real issues affecting workers' lives: insecurity, unemployment, and long hours.

The American economy, it seems to me, is sick. Inflation is just one symptom: big corporations raise prices instead of output. The sickness is turning us into an economy of waste -- useless products,

unused plants, idle machines and, most important, wasted human resources. Eight million Americans out of work, millions more forced to work only part-time, countless workers who have given up looking for jobs they know aren't there, a million teen-agers who can't even break into the labor market at the minimum wage -- these are more of the symptoms.

On January 30, I read that President Carter is thinking about putting the nation on a four-day week to combat the layoffs caused by the natural gas shortage. And I thought to myself: "Why restrict it to the current emergency? Why not spread the work around by going to a shorter workweek indefinitely?"

That brings me to my final remarks. We have seen that wage increases are not the cause of inflation. We have seen that attempts to blame workers for our problems are just a cover-up for a sick economy. I have argued here that the UAW's record is a socially responsible one. If I may, I'd like to conclude by talking about the link between the union's recent gains and our underemployed national economy.

In 1973, the UAW won what we refer to as "30-and-Out." It means that an auto worker, with 30 years' service, may retire at full pension at any age. That same year, we won the first restrictions on compulsory overtime. In 1976, we initiated the Paid Personal Holiday Plan, giving auto workers 12 additional paid days off the job over a three-year period. Those 12 days are mandatory.

All of these victories are steps toward reduced work time. At a given level of production, each worker working less means that more workers must be hired. Fuel crisis or not, the UAW has embarked firmly on the road to full employment through shorter work time in auto. We are encouraged that many other unions are moving in the same direction. It is easy to sit back and bemoan the sickness of our economy. It is much harder, but much more socially responsible, to begin to cure it.
Thank you.

opeiu494/rd
February 7, 1977

EDUCATION

CARROLL M. HUTTON, Director

INTRODUCTION

Since its inception, our union has been fully committed to an educated membership. That commitment is clearly demonstrated by the programs offered at the local union, regional, and International Union level.

Today, the UAW education program is a model for the total labor movement throughout the United States and Canada, and possibly throughout the entire world, in providing labor education programs.

Much has been achieved through UAW education, and we can be proud of what we have accomplished. However, regardless of the successes we have had in educating our members, there is no room for complacency, or any lessening of educational activity. Education is a necessary prerequisite for decision-making action and solution to our unmet needs of today and tomorrow.

The problems that so intimately affect our lives are immense, and the need for solution presses upon us. Continuing education within our union is essential to the growth and well-being of our members. Education is never a finished work, or a final objective. It is a challenge constantly renewed.

Since the last convention, the Education Department has been involved in a variety of programs, and has achieved major goals and gains in leadership training and in educating about the union. There have been constant and continuous programs in the regions, councils, and local unions. These have provided new skills, new techniques, new methods, and new insight for hundreds and thousands of UAW members and their families.

CONVENTION MANDATE

While this represents an overall picture of Education Department activities, and we are greatly encouraged by what we have achieved, we feel, however, that progress is always an ongoing process, and that many of the programs can be improved and expanded. Nevertheless, we are convinced that, in all the major areas of the 24th Constitutional Convention education mandate, the Education Department has fulfilled its commitments to the UAW membership.

HIGHLIGHTS OF '74 - '76 ACTIVITIES:

- o New hire/new member orientation programs have increased in number; thousands of our new members have been union-oriented.

- o Seventy-nine week-long spring, summer and fall leadership institutes were conducted in the regions.

- o We have continued to implement and develop "follow-up" programs for leadership institute and FEC scholarship participants.

- o UAW staff training programs were reinstituted in 1974, and ten such institutes have been conducted since that time.

- o The interest in health and safety classes has continued to grow. During the past year, we have noted no less than a 50 percent increase in requests for training workshops.

- o In 1975 and 1976, model summer schools for women workers were conducted.

- o Union programs, seminars and conferences have been greatly increased at the local union, regional and CAP council level.

- o Thousands of UAW members on strike have taken part in strike information classes organized and planned by the Education Department.

- o Additional local union discussion leaders (LUDL's) have been trained and made available for use in regional education programs.

- o In all three UAW family education centers, the Education Department has continued to play a major role in recruiting, staffing and supporting the programs.

- o Seven new films were produced, and several others purchased for the film library.

- o Our audio-visual aids service has grown.

- o We have put into print several new publications and discussion outlines, and revised many of the existing ones.

- o The program for telling labor's story in the schools--through UAW's "Volunteers for Progress;"and promoting the "This Union Cause" program through films, booklets and the Labor Bookshelf--continues to be a major activity. And a new book, The Brothers Reuther, by Victor G. Reuther, was promoted,and thousands were sold.

- o Union posters continue to be useful and popular. Eight new ones have been developed to fill requests.

- o UAW members continue to take advantage of low-cost group travel under the UAW Vacation Tour program.

- o To help our members seeking additional education, the Education Department is working with increasing numbers of universities, colleges, and community colleges to offer labor studies programs leading to an associate of arts or bachelor's degree. Many new labor studies programs have been organized at universities and community colleges. And since the last convention, 39 new university-community college labor studies programs have been started with our assistance.

- o In 1976, as a result of several meetings involving the American Association of Community and Junior Colleges, the AFL-CIO Education Department, the University and College Labor Education Association, and representatives of the UAW Education Department, policy guidelines were adopted governing most external labor education programs with universities and colleges.

- o The Walter P. Reuther Library now holds historical material from all International Union departments, most regional offices, and more than 100 key local unions.

- o A seminar on our union's ORAL HISTORY PROJECT was conducted for Education Department and regional staff, in cooperation with the faculty of Wayne State University's Archives of Labor History and Urban Affairs.

- o Public, career, and economic education have received our assistance and support.

- o In November, 1976, President Woodcock called for the passage of a National Labor Extension bill to provide increased college and university extension programs to workers and urban dwellers.

NEW MEMBER ORIENTATION-INITIATION PROGRAM

One of the elements of change within our union is that of the makeup of the union membership. Nearly a third of all UAW members today are under 30 years of age. New bargaining units which are the result of successful UAW organizing efforts, the retirement of thousands of older UAW members, the fact that few members today have had any experience of working under "open shop" conditions--all these factors represent not only a changing membership in the UAW, but also urgent internal priorities.

These younger and newer members of our union are not involved in any age gap or so-called "generation gap." They are more probably involved in a "communication" gap. We haven't been reaching them as we should. We haven't been telling them about the UAW. We haven't made it clear to them that this union is run by the members themselves, not by a "clique." We haven't told them that nonparticipation means regression, and that we can't afford to give up any of our hard-won gains. Most important: We haven't told them they're going to be the union leaders of tomorrow!

For these and other reasons, the fast-changing membership of our union makes the New Member Orientation-Initiation Program one of the most important educational undertakings in our union; and it is important that this program be used in every UAW local union with great tact, skill, and imagination.

Most locals who have had success in this area also include a special kit, prepared by the Education Department for presentation to new members. Our most promising new and younger member program was developed just prior to our last convention in 1974; and pilot programs were conducted at Local 72, in Kenosha, Wisconsin; Local 75, in Milwaukee, Wisconsin; and Local 5, in South Bend, Indiana.

This special program titled, "Meeting and Greeting the New Hire," was developed to train the stewards/grievance handlers to "meet and greet the new hire." It has been properly tested, and is now available for full implementation.

SPRING, SUMMER, AND FALL
LEADERSHIP INSTITUTES - 1974-1976

Following our 24th Constitutional Convention, in June, 1974, the Education Department staff conducted 24 week-long institutes in the regions. The title and the theme of the "Core" program was, The Decisive Decade - 1974-1984. Discussions centered on the overall state of our nation's economy, energy-ecology, the issue of full employment, and UAW's legislative priorities for 1974.

In 1975, 25 week-long institutes were conducted. The 1975 "Core" program highlighted delegate discussion of "Full Employment and Income Security," and an extensive look at "The Economy: The UAW Position," "Unemployment, Poverty and Welfare," "The Multinational Corporations and Your Job," "Energy and Ecology," and "Designing the Future."

The "Core" program for the 25 week-long institutes conducted in 1976, was titled, 1776 - The Unfinished Revolution - Challenges of '76 in Bargaining, in Balloting. It spotlighted our union's major negotiations with the automobile and agricultural implement industries; the presidential election; and the labor movement's contributions to the building of America, in commemoration of our nation's Bicentennial celebrations.

Delegates to our regional week-long spring, summer, and fall leadership institutes continue to reflect more "first-timers," and a better cross-section of each region's membership, in terms of participation by our younger members, women, blacks, and other minorities within our union.

LEADERSHIP INSTITUTE AND FEC SCHOLARSHIP PARTICIPANT "FOLLOW-UP" PROGRAM

The department has continued to communicate with and assist both leadership institute and Family Education Center scholarship participants in furthering their education activities within the union through follow-up programs. Mailings to all 1975 and 1976 participants included material to equip them to become more active in their local union and regional programs, and acquaint them with all materials available through the Education Department (pamphlets, posters, films, records, etc.), which tell the UAW story. These materials enable this new leadership to present a labor point of view intelligently in its respective local union, school, and community.

In addition, on February 14, 1976, at Solidarity House, the Education Department joined with Regions 1, 1A, 1B, and 1E, in an all-day institute for 1975 FEC scholarship winners and week-long leadership institute participants. The purpose of the conference was to provide them with a wide variety of opportunities to continue various labor studies and leadership training skills activities.

Although the conference was on a voluntary basis, there were 252 persons who signed registration cards at the door. Of that number, 197 filled out the UAW Education Department Questionnaire and Survey form to determine their future labor education interests--excellent participation for a survey, and far better than we anticipated.

STAFF TRAINING INSTITUTES

Conducting staff training programs has become a major activity of the Education Department. We have had the complete support of the International Union Executive Board and department directors in conducting ten institutes since the last convention, with a participation of 247 staff members.

The main subjects covered are Administrative Procedures, Policies and Decisions; Labor Law and Legal Problems; Equal Employment Opportunity Commission; Time Study; Designing and Costing Fringe Benefits; Finances of the International Union; Bargaining With the Independents; and Arbitration Principles, Practice and Policy.

These institutes have been carefully evaluated by the participants and instructional staff, and the findings have been excellent.

HEALTH AND SAFETY TRAINING PROGRAMS

The growing interest in Occupational Health and Safety has shown a marked increase during the period following the 24th Constitutional Convention.

During the past year, at least a 50 percent increase in interest was shown by the requests received by the department to provide instructors and materials for workshops at leadership institutes, and for classes sponsored by universities and community colleges.

The students who made up the classes and the public institutions referred to above were--for the most part--not UAW members, but members of other unions.

The average student participating in the classes usually has not had the advantage of the extensive training conducted by the UAW national departments of General Motors, Ford, Chrysler, and other national UAW bargaining departments.

The student's primary interest is to "know more about the law," and to have a better understanding of the hazards that are encountered in the workshop from day to day.

The department has purchased three new films that have been used effectively in our training.

We are now in the process of developing a new course outline and accompanying materials for use in 1977. The new outline will be designed to enable regional education representatives in the United States to conduct health and safety workshops within their respective regions throughout the year.

There is an overwhelming need for training in job safety. A trained worker can serve as a paraprofessional in the overall effort to reduce job hazards. We in the Education Department feel that we, in concert with the UAW Health and Safety Department, have been providing an important function in the development of materials, and providing basic training. The demands in the area of job safety and health require that we continue to do and improve upon the job that we have done in the past.

SUMMER SCHOOLS FOR WOMEN WORKERS

In 1975 and 1976, the Education Department staff assisted in the planning of, and participated in, the second and third annual Michigan Summer School for Women Workers, sponsored by the Institute of Labor and Industrial Relations, of the University of Michigan. These leadership schools, from all indications, were overwhelming successes, and have become models for future programs of this kind.

AREA EDUCATION CONFERENCES

Area institutes, seminars, and conferences, usually held as weekend sessions, have long been an important and established part of the UAW education program. The number of such programs continues to grow in the regions, in the local unions, and in the CAP councils. Area education conferences provide the opportunity for small local unions to participate in programs that might otherwise not be possible for them to conduct.

STRIKE INFORMATION PROGRAM

In preparation for the major negotiations in 1976, the Education Department geared up its Strike Information Program discussion materials, tapes and films to reach our rank-and-file members who might be forced out on strike. These materials were then used by UAW staff and retired staff, as well as UAW trained local union discussion leaders in the strikes that occurred at Ford and John Deere. Special materials that focused on the corporations' take-away proposals were prepared, which helped solidify our members' determination to gain equity in the pattern-setting 1976 negotiations.

The Strike Information Program is one mandated by the International Executive Board to be held during all authorized strikes. It consists of single-session materials and discussion outlines that are geared to help develop a better understanding of the UAW, its programs, and the way it functions; and to encourage fuller and more effective participation in union activities. These materials are available upon request to the regional education representative.

TRAINED LOCAL UNION DISCUSSION LEADERS

The UAW Local Union Discussion Leader program has been in effect since 1967. On March 21, 1968, the International Union Executive Board unanimously adopted a recommendation by the Board Committee on Education to expand the use of specially trained local union discussion leaders.

Today, designated UAW trained local union discussion leaders are being utilized to conduct discussion classes in many of the regions throughout our union. These trained LUDL's work under the direction and assistance of the regional Education Department representative, providing special basic programs to benefit the local unions and CAP councils.

Based on these needs, the Education Department has had great success with this ongoing program, and recently revised the complete training outline.

One of our most successful LUDL training sessions was held at the Family Education Center in Onaway, Michigan, during the week of November 14, 1976--with 94 participants from throughout the United States and Canada.

FAMILY EDUCATION CENTERS

In all three UAW family centers, the Education Department staff has continued to be involved, providing instructors, teaching materials, and helping to do the union's basic job to educate, train and advise--not only the union member, the activist, and local union officers, but also the union family--about the life work and role of the labor movement.

UAW FILM LIBRARY

The film library continues to house, service, and make available union and union-oriented 16mm films and 35mm slides as visual teaching and training aids, to UAW local unions, CAP councils, schools, and other labor organizations and community groups.

Since the last convention, our department has edited and updated several key films already in distribution; and produced the following new films: Rally in Washington, The UAW and the Multinational Corporations, We Seek a Responsive and Responsible Congress, Quality of Worklife, Challenges of '76, and Twin Tasks for '76. In addition, new films purchased include: View of America from the 23rd Century, The Unplanned, Paid in Full, How to Buy a Used Car, Ripoff at the Top, Working Steel, Your Next President, Memorial Day Massacre 1937, Rise and Fall of the Great Lakes, A Matter of Survival, Energy: The Critical Choice Ahead, The Politics of Cancer, The American Way of Cancer, and Arbitration: The Truth of the Matter.

Current plans call for producing a new film on alcoholism and drug abuse, as well as one on UAW Information Systems.

Our Film Catalogue has been updated, listing current films available from our library.

AUDIO-VISUAL AIDS SERVICES

The audio-visual aids service of the Education Department provides technical services to departments within the UAW International Union. It maintains a sound studio where audio tapes and cassettes are made. Magnetic soundtrack for 16mm motion pictures, plus sound for 35mm slide presentations are also recorded in these studios. With the production of 35mm color slides, the photographing of scenes is also required. Many times departmental and special events require photography for promotional reasons.

During state and national elections, political spot announcements, plus public service "get-out-the-vote" announcements for local radio stations are recorded here.

During UAW strikes, our president and our officers are recorded on cassettes with "strike progress reports,"and mailed to locals around the U.S. and Canada.

In addition, remote equipment is used to record the UAW's president in press conferences.

Most important UAW conferences and all the UAW constitutional conventions are recorded on audio tape; and such important events become a permanent record of the Walter Reuther Library in the Archives of Wayne State University, Detroit, Michigan.

PAMPHLETS AND PUBLICATIONS

The use of pamphlets and publications continues to be an effective means of communicating information on all matters of importance to UAW members. Increasing requests from the members and leadership of our local unions for these pamphlets and publications continue. This is definite proof of their effectiveness.

Since our last convention, the Education Department has put into print several new publications, and revised many of the existing ones. Among the new publications are:

- o Education For a New Age - Pub. No. 441
  In April, 1975, President Leonard Woodcock addressed a convention of the Association of Community and Junior Colleges. This publication is a reprint of that speech. It reflects the UAW's position, philosophy, and goals on public education; and, in particular, our goals as they relate to community college labor studies programs.
- o "Exhibit 19" - What Workers Thought of the Auto Industry 40 Years Ago - Pub. No. 333
- o The UAW Grievance Handler's Handbook and Steward's Guide - Pub. No. 318
- o What Every UAW Local Union Representative Should Know About the UAW - Pub. No. 436
- o Proceedings of the First Constitutional Convention - Pub. No. 440

Revised publications include:

- o How to Conduct a Union Meeting - Pub. No. 4
- o UAW Song Book - Pub. No. 347
- o Your UAW Dues - Pub. No. 356
- o UAW Grievance Handlers' and Bargainers' Pocket Guide - Pub. No. 123
- o UAW Film Catalogue - Pub. No. 370
- o Effective Discussion Methods - Pub. No. 204
- o How to Speak at Union Meetings - Pub. No. 300
- o You and Your Membership in the UAW (also in Spanish) - Pub. No. 383
- o Education Department Resale Materials - Pub. No. 396
- o Labor's Historic Support of Education (A Chronology) - Pub. No. 405
- o Talks With Stewards - Pub. No. 435
- o Problems in Local Union Collective Bargaining - Pub. No. 438
- o The Union Bargainer at Work (A programmed self-study course)
- o The UAW...A Union That Gives Service - Pub. No. 342
- o This Union Cause - Pub. No. 376
- o Tuition Refund - Pub. No. 404
- o Our Union Heritage - Pub. No. 380
- o The Meeting Will Come to Order - Pub. No. 371
- o Union Education, Pathway to a Better Union - Pub. No. 389
- o Workers "Opportunity" College - Pub. No. 407
- o This is the UAW - Pub. No. 429
- o Bibliography of Education Department Discussion Materials - Pub. No. 412
- o The Union is More Than the Engine of Equity in the Shop - Pub. No. 402
- o Education Committee Program Workbook - Pub. No. 433

NEW AND REVISED DISCUSSION MATERIALS

A selected bibliography of the most used UAW multi-session and single-session discussion outlines that are currently available has been issued by the Education Department. These discussion outlines include many that have been recently revised, and several completely new outlines.

Among the new outlines are the following:

- o Principles of Collective Bargaining
- o Building Effective Local Union Education Programs
- o The Union Meeting: How to Participate

We also produced a four-page brochure titled: Celebrate the Bicentennial With UAW Education Department Materials. This brochure advised local unions and CAP councils of material available to assist them in implementing Bicentennial programs.

Currently, we are working in cooperation with the TOP Department on preparation of an outline titled: Technical, Office and Professional Workers' Bargaining Skills.

Revised outlines consist of the following:

- o Local Union Discussion Leader Training
- o New Local Union
- o Collective Bargaining Workshop
- o Grievance Handlers and Bargaining Representatives Workshop
- o Principles of Arbitration and Cross-Examination
- o The Local Union Standing Committees
- o Propaganda Techniques and Analysis
- o Parliamentary Procedures
- o Local Union Education Committee's Guide

In 1968, the Education Department published the first comprehensive guide on the job of the education committee and its chairperson. The department has completely revised this most important guide.

RECORD ALBUMS

Two of the most popular record albums produced by the UAW Education Department were Songs For a Better Tomorrow, and This Land is Your Land. Since the original pressing of these records, thousands have been requested and distributed. The department has reissued both of these albums in attractive new jackets, and the price has been kept nominal at $2 per album. Many other record albums are still available from the Education Department.

LABOR BOOKS

The Brothers Reuther, Victor Reuther's personal memoir of the UAW story, was published in 1976, and was first made available to delegates at the Special Bargaining Convention. The Education Department arranged for a special discount price for the hardcover edition, and over 5,000 copies have thus far been sold. Regional education representatives throughout the United States and Canada continue to assist in the promotion of the sale of this book at leadership institutes and conferences, and through personal appearances of Victor Reuther. In addition, The Brothers Reuther, has been added to the UAW Labor Bookshelf.

The UAW Labor Bookshelf program was initiated to give UAW local unions and CAP councils an opportunity to relate more effectively to the schools and libraries in their communities, while at the same time presenting a more factual, objective account of the history, goals and role of the labor movement in society.

The UAW Education Department helps to promote the program by offering the books at cost to locals and CAP councils for presentation to schools. The UAW Labor Bookshelf currently consists of a set of six interesting, authoritative labor books, and is available at a discount price of $42 a set.

Paperback book sales to local unions and regions for use in leadership institutes, workshops and meetings have continued to increase. Since the last convention, the number of community colleges with labor studies programs has increased greatly, resulting in many new orders of paperbacks on labor by UAW members enrolled in these degree programs.

Paperback books continue to be offered at a 20 percent discount to all UAW members and local unions.

POSTERS

A specially constructed display rack for posters is located in the Education Department at Solidarity House. This rack displays the many fine posters put out by the Education Department of the UAW. Also, there are bumper stickers, postcards, and pictures displayed.

Posters continue to be very popular with the local unions and CAP councils. They are also making them available to schools and universities.

Eight new posters have been developed by the department. They are:

- o Health Security Means Health Care for All Americans
- o Protect What You've Bargained For--Support the Full Employment Act
- o For Full Employment and Income Security--Support National Economic Planning
- o International Solidarity--IMF
- o National Economic Planning
- o Full Employment--The foundation of every other social goal we wish to achieve...
- o UAW Supports the Community College Labor Studies Degree Program
- o Those Important Five W's--UAW Facts to Win

The ever-popular series, This Union Cause--a set of 28 historical pictures dating back from colonial days to the present--continues to be popular. The pictures are suitable for framing. When exhibited in the local union, they depict the historical struggles of the labor movement.

UAW VACATION TOURS

At the conclusion of the 24th UAW Constitutional Convention in Los Angeles, in June of 1974, the Education Department, in cooperation with Region 6, had a successful post-convention tour to Hawaii, for the benefit of convention delegates and other activists and their families.

Since 1974, many UAW members have participated in vacation tour packages destined for the Canadian Rockies, Hawaii, the Caribbean Islands, Mexico, Dubrovnik, Canary Islands, and parts of Europe. One important milestone was reached by the travel industry in 1976, with the introduction by the Civil Aeronautics Board of O. T. C. (one-stop inclusive tour charters). These new O. T. C. 's made it possible for UAW members to travel with any family member, relative, or friend, replacing the very restrictive affinity charter.

The affinity charter was too obsolete in today's group travel world. It required that passengers be members of the chartering organization. In addition, it excluded friends, or even members of one's family, living outside of the head household. The new O. T. C. isn't a perfect "Utopia," but it far excels the affinity charter. For this reason and others, the Education Department embarked on this new form of air travel, the O. T. C., as its mainstay for UAW vacation tour members. Of course, other forms of group travel are also used. Now, with O. T. C. charters, the UAW member is not restricted when traveling, and this gives the member a new sense of freedom, yet enables him or her to enjoy the leverage of group travel buying power.

In the future, as in the past, our union will continue striving to bring more popular travel destinations to its members, at the lowest group travel prices, through "UAW Vacation Tour" packages.

UNIVERSITY - COMMUNITY COLLEGE LABOR EDUCATION PROGRAMS

Since the 1974 UAW Constitutional Convention in Los Angeles in June, the following post-secondary institutions of higher learning have started and are implementing new accredited labor studies programs:

Ohio

The Ohio Board of Regents has approved a pilot program for six post-secondary institutions with two-year campuses to offer an associate degree in Labor Studies. The post-secondary institutions are: The University of Toledo Community and Technical College, Cuyahoga (Cleveland) Community College, University of Akron Community and Technical College, Hamilton Campus of Miami University, Sinclair (Dayton) Community College, and Youngstown State University.

Pennsylvania

Penn State University sponsors the two-year associate degree in Labor Studies at four of its 19 statewide campuses: Pittsburgh, Reading, Scranton-Wilmington and the Delaware-Chester County.

Iowa

The University of Iowa sponsors both credit and non-credit labor studies programs at Kirkwood Community College, Cedar Rapids; Clinton Community College, Clinton; Des Moines Community College in Des Moines; Iowa Lakes Community College in Estherville; Iowa Central Community College in Fort Dodge; and Southeastern Community College in Keokuk.

Indiana

Indiana University sponsors the two-year associate degree in Labor Studies on campuses in Gary and South Bend in the northern part of the state, and on the joint campus of the Indiana University/Purdue University at Indianapolis.

The implementation of labor studies programs on these three additional campuses represents the growth of labor studies potential from the original program on the Kokomo campus.

Michigan

In Michigan, Monroe County Community College in Monroe; Lansing Community College, Lansing; Oakland Community College in Auburn Hills; Jackson Community College, Jackson; Henry Ford Community College, Dearborn; Delta College, University Center; and Kellogg Community College in Battle Creek have joined the growing list of two-year colleges in this state which offer associate degrees in Labor Studies.

California

In California, the University of California at Berkeley, and San Francisco State College have had accredited labor studies programs in effect since the 1974 convention; also, San Jose City College, Los Angeles Harbor College, Los Angeles Southwest College, San Francisco City College, and California State College in Dominguez Hills.

New Jersey

In New Jersey, Ramapo Community College and Essex County College offer credited labor studies programs.

Canada

Humber College in Toronto; and St. Clair Technical College in Windsor, Ontario now offer credit programs in labor studies.

Other

Other post-secondary institutions which offer credited labor studies programs are: North Kentucky State College; and Tarrant County Junior College in Hurst, Texas.

EXTERNAL LABOR EDUCATION PROGRAMS - Cooperation Between Labor Organizations, Universities, and Community Colleges

The relationship between the labor movement and higher education can be traced to the early years of the 20th Century.

In 1962, as university programs expanded, the labor movement and academic labor educators adopted the first statement defining their respective roles in developing educational services. However, in the last five years, we have had a significant increase in the demand for credit labor studies programs. Some universities have developed credit programs, and many community colleges are now offering both credit and associate (two-year) degree programs in labor studies. This has become the trend, both in Canada and the U.S.A.

We in the UAW endorse labor education programs that offer academic credit for the participants, but these new programs made it necessary for us to examine the 1962 statement in terms of its relevance to current labor education programs.

The 1976 restatement of guidelines of effective cooperation between community colleges, universities, and labor organizations resulted from a series of conferences over a period of the past two and a half years.

The first joint conference was held at Solidarity House, on September 30-October 1, 1974, with representatives from the AFL-CIO Education Department, and affiliated international and national union education departments; and the American Association of Junior and Community Colleges (AACJC); and was hosted by the UAW Education Department.

The second joint conference was held on December 8-10, 1975, at the national headquarters of the AFL-CIO, whose Education Department hosted.

The third, and largest, conference was expanded to include representatives from the University and College Labor Education Association (UCLEA). There were 200 representatives from the four organizations. This conference was held at the Reuther Education Center, Onaway, Michigan, on November 14-17, 1976, and the UAW Education Department hosted the event.

The UAW Education Department felt the need for a restating and updating of the guidelines for effective cooperation between universities, community colleges, and labor organizations for the following reasons:

1. The expansion of traditional labor education, and the emergence of new forms of labor education.

2. Cooperation between labor organizations and institutions of higher learning must take place in a climate of trust and mutual respect. It must be based upon a recognition by the educational community that labor organizations and collective bargaining play a vital and constructive role in a modern democratic society. Labor organizations must recognize the need of educational institutions to maintain objectivity, intellectual integrity, academic freedom, and accepted standards of teaching and research.

3. Labor education programs, as a matter of policy, must involve labor representatives in planning the specific activities, as well as the overall programs. The labor advisory committees will be appointed after consultation with the official appropriate labor organizations. Labor advisory committees will be composed of union leaders who will interpret the educational needs of the labor organizations on matters such as budget and program costs, program administration, and instructional faculty.

On December 9, 1976, the International Union Executive Board discussed and adopted a policy statement detailing specifically the need for Effective Cooperation Between Labor Organizations, Universities, Community Colleges, and Other Post-Secondary Institutions in Labor Education.

The Education Department is making every effort to implement these policies.

WALTER P. REUTHER LIBRARY OF LABOR AND URBAN AFFAIRS

The 1962 Constitutional Convention of the UAW designated the Archives of Labor History and Urban Affairs, Wayne State University, as the official depository for all records of historical importance. Since that time, nearly every International Union department, several regional offices, and over 100 local unions from across the United States and Canada have transferred materials to the Archives.

The UAW's support of the Archives has brought a twofold reward to the union. There are those benefits that relate directly to the UAW in its day-to-day operations. These include the better record keeping and space savings--which result from having a safe place to deposit those records which should not be destroyed. This more efficient operation of the union's offices means a substantial savings in expenses. At the same time, the files are always available for use by the union. In addition to the savings in space and costs, other direct benefits include: expert advice on what records may be destroyed, aid in writing histories of local unions, and many others. Just as important as these rewards, are the indirect gains the union will realize from this program. If the full and accurate story of the UAW's contributions to our society is to be told, researchers must have reference material available. Not only is it important to inform the general public of the union's work; but with the growing number of new members entering the union, there must be material available to tell of the sacrifices and hard work that built the strong union of today.

The cooperation received from the local unions has been of particular value. For in these files is found much of the information on the contributions of the UAW to our society, especially on the local level. The Archives has paid particular attention to the need to have representative local union collections, not only geographically, but by industry as well. There is still much to be done, however, and the cooperation of all local unions is needed to ensure that the complete and accurate story of the UAW is available for those doing research in the Archives. The Archives preserves not only the written records; but photos, tapes, films, and nearly anything else that helps to tell the union's story. In addition, 140 oral interviews are available on the development of the UAW. Recently another oral history project has been instituted to fill in the gaps of the earlier program, and to gather information on the more recent work of the union. These materials, along with the written records, are made available to historians, economists, and others studying American labor and the UAW, in particular. Several books and articles have already resulted from research done at the Archives.

The Archives are now housed in the Walter P. Reuther Library of Labor History and Urban Affairs, on the campus of Wayne State University. This building was made possible by a gift to the university from the members of the UAW, and serves as a fitting memorial to the late president of the union.

ORAL HISTORY PROJECT

In the spring of 1976, the UAW Executive Board approved the recommendation of the Education Department to conduct oral history interviews for a period of two years of many UAW officers and local union leaders in the United States and Canada.

This project is being undertaken in cooperation with the staff of the Wayne State University Archives and Walter P. Reuther Library, Dr. Philip P. Mason, director.

The gathering of past UAW labor history, along with its personal and intimate reporting, will be a living monument, able to stand against the crucible of time. As interview upon interview unfolds, labor, civil, and political history will have been recorded.

These transcribed accounts relate to the UAW struggles, victories, and achievements of both the leadership of the local unions and the International Union.

As these documents are read and researched, students, historians, researchers, and the people's advocate will applaud the foresight required to take this action necessary to preserve such a valuable heritage.

CAREER EDUCATION

In 1973, our union became involved in career education. In 1976, the UAW endorsed its concept and philosophy. We in the UAW believe that career education is a response to the call for educational reform of a system which has failed to respond viably to the education needs of today's society.

We in the Education and Skilled Trades Departments have worked since the last convention to successfully implement our union's career education policy and program.

The development of the career education philosophy has been intensified by passage of legislation to promote it. The federal career education statute became law in August, 1974. Currently, 19 states have either passed or are considering passage of career education legislation.

Career education is expected to create a citizen who is self-confident and culturally advanced; one who relates well to others, adapts to change, possesses both living and job skills, and who can manage the tools of his or her occupation.

The Education Department believes that career education, properly implemented, addresses itself to the correction of many of our current public education failures; and we are responding to this call for educational reform.

IN SUPPORT OF A NATIONAL LABOR EXTENSION SERVICE

"New and young union members, who become active in the labor movement, do not necessarily have to go through the 'school of hard knocks' as I did to gain knowledge and skills to become a union leader. The route being offered now, through union education and college and university labor education, is much more appropriate for modern times... Labor leaders today need all the education they can get. The job of union leadership is much more complex and challenging than ever before," said UAW President Leonard Woodcock, addressing 200 union, college, and university labor educators in November of 1976.

Woodcock, speaking in support of a national labor extension service bill, explained that if you live on a farm in rural America, chances are that you have access to a land grant college, or to the Agriculture Extension Service, both established over a century ago by the federal government to help farmers.

But if, like most UAW members, you are a factory worker or live in the city, you've got nothing comparable. Few federal programs exist to help urban dwellers learn about conquering the problems of city life, becoming better union members, or learning the history of the labor movement.

Woodcock urged that a coalition be formed to press for the passage of a national labor extension bill.

The Education Department has been meeting with the leadership of various educational organizations to encourage their participation in the coalition, and has received a good response. It now appears that the coalition will have its first meeting in the spring of 1977.

UAW INTERDEPARTMENTAL COOPERATION

We have appreciated the complete support and assistance of our International Union officers and regional directors. They have contributed greatly to the success of our program since the last convention.

Also, we have enjoyed the cooperation of a number of other UAW departments in the preparation of programs and materials. Their staffs have assisted us through direct participation, as instructors and resource persons at institutes and conferences, and we are most appreciative of their efforts.

CONCLUSION

This report has been a summary of the Education Department's activities, and our response to the last convention mandate. We have made every effort possible to strengthen all phases of our education program. We have continued to provide new and innovative programs for our leadership and membership--in the union hall, at the place of work, at the bargaining table, at our education centers, on campuses, and in communities.

To meet the needs of the future, we must continue to provide meaningful and realistic education programs for our local union leadership, for our volunteer activists, and for our standing committee members.

Ours is a changing membership, and our educational needs must be constantly evaluated to determine the kinds of programs necessary to ensure maximum growth, participation, and opportunities.

To these ends, we dedicate our efforts.

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January, 1977

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